



Student Case Study: Focusing on Student Learning

What is the purpose of my case study?

The case study is a yearlong dialogue with your Staff Developer about a student and the group they represent....

The purpose of a case study is to build a habit of exploring and testing the impact of teaching practices on students. The EYE case study is a form of action research that explores how your decisions affect student learning and focuses on the needs of a particular group by following the progress of one (or two) student(s) within that group.

Action research revolves around a cycle of planning, teaching, and reflection. Simply keep your case study in the forefront of your mind as you plan, teach and reflect, and then periodically gather evidence from his or her work/behavior to gauge your progress toward your ILP goals and identify next steps.

Whom should I choose?

As you select a case study student, discuss the following questions with your staff developer,

- How will action research on a particular student foster your own professional growth?
- What do you want to learn?
- What are you curious about?
- What is challenging for you?
- How might you grow as a result of your investigation?

What Do I Do?

As you explore the impact of your teaching practices on your case study student, you and your mentor will:

- Identify the needs of a specific group of special population students in your classroom. Choose one (or two) student(s) from this population and focus on that group's needs as they pertain to your SMART goal from your Individual Learning Plan (ILP).
- Implement strategies for differentiating instruction based on the assessed learning needs and abilities of your students.
- Build partnerships with parents to support student success.
- Use teaching practices that provide all students equitable access to the curriculum.
- Reflect on the effects of instruction on student achievement in your classroom.
- Apply the lessons learned from this case study to other content areas and students.

On the reverse side of this sheet you will find a suggested timeline along with helpful tools and resources.

For other case study tools and suggestions, visit our WCSD website: <http://prodev.washk12.org/EYE>

Adapted for WCSD with permission from the New Teacher Center at the UC Santa Cruz, CA.

FORMATIVE ASSESSMENT RESOURCE

Suggested Timeline	You and your staff developer will.	Helpful Tools/People (See website for tools)
August through September	<ol style="list-style-type: none"> 1. Set goals for personal growth and student learning (ILP) 2. Gather general information on your students in order to identify the subsets of students (ESL, Sp. Ed., students below grade level reading, etc). 3. Select a subset to focus on and gather specific information about their needs. 4. Select your case study student from the subset. (You may pick more than one student) 5. Form a hypothesis based on your ILP SMART goal (I believe I can help my ESL students increase their reading by one full grade level from their present level, if I...) 6. Identify research based teaching strategies that are effective with your chosen students and begin to implement them (Increase the use of visuals, review key vocabulary terms in context, and increase opportunities for interaction and oral processing, etc.). 7. Build partnership with parents through parent teacher conference, phone calls, email, and notes home, etc. 	<p>Individual Learning Plan (website) Class Profile (website)</p> <p>Spec. Ed. Teacher, ESL coordinator, staff dev.</p> <p>Hypothesis Statement (website)</p> <p>Staff Developer, Department/Grade-level team, etc</p> <p>Parent Comm. Guide</p>
October (on going)	<ol style="list-style-type: none"> 8. Plan and teach lessons, collect and analyze student work, reflect on results, and make changes/interventions as needed. 	<p>Collaborative Assessment Log Lesson Reflection Log Analysis of Student Work (website)</p>
December through January	<ol style="list-style-type: none"> 9. Discuss your case study student as you review your professional growth and goals for student learning with your staff developer. 	<p>Mid-Year Review with staff developer</p>
January through May	<ol style="list-style-type: none"> 10. Continue to plan and teach lessons, collect and analyze student work, reflect on results, and make changes/interventions as needed. 	<p>Collaborative Assessment Log Lesson Reflection Log Analysis of Student Work (website)</p>
April-May	<ol style="list-style-type: none"> 11. Discuss your case study student as you review and celebrate your successes and professional growth with your staff developer. 12. Share your action research with colleagues at the end of year Colloquium. 	<p>End of Year Reflection with staff developer</p>

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